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TO: **Superintendents**  
FROM: **Vermont Standards Board for Professional Educators**  
SUBJECT: **Becoming a Vermont Administrator**  
DATE: **8.21.13**

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The Vermont AOE and the VSBPE are proud to announce the adoption of new *Rules Governing the Licensing of Educators and the Preparation of Educational Professionals* effective 8/2/13. The rule revisions include new standards for Vermont administrators, the adoption of three pathways to licensure where aspiring administrators demonstrate that they meet the standards, and an internship requirement. Following meetings with the field in 2012 and 2013, the VSBPE adopted revisions to all Vermont administrator endorsements that incorporate these changes. The following information offers an overview of the changes and the AOE's timeline for implementation.

Please look for specific information on the new Director of Curriculum endorsement and its implementation under separate cover.

## **VERMONT CORE LEADERSHIP STANDARDS**

*Vermont's Core Leadership Standards* are based on the six ISLLC broad policy standards and functions that establish a strong vision for effective leadership at the school and district level. The VSBPE has identified with the field accompanying knowledge indicators to further guide leaders in developing an essential knowledge base that can lead to effective practice, along with a set of performances that can be observed.

You can learn more and access the new standards [here](#) on the AOE website.

## **PATHWAYS TO LICENSURE**

The VSBPE is committed to ensuring that learners in Vermont are served by effective, well-prepared leaders. As part of its efforts to accomplish this, the Board has developed three pathways to licensure for administrators. The three pathways allow flexibility for leaders entering the field while assuring the public that future administrators have demonstrated the knowledge and skills necessary to lead Vermont's schools. (Please note that additional licensing requirements to those described below will apply depending on the administrator endorsement being sought.)

Education leaders can become licensed through:

**Pathway 1:** Completion of an Approved Preparation Program

WHO? Educators working both in and out of the classroom who want to complete a structured program.

DESCRIPTION: Vermont has a number of approved preparation programs, including alternative route programs, which will support an educator in becoming an administrator. These programs offer courses or workshops that are aligned with the Core Leadership Standards and allow aspiring leaders to document their meeting of the standards according to program requirements. An approved program will also support an educator in completing his or her internship program typically while she or he is still working. Programs may recommend candidates for a Level I administrator endorsement when they have met all program requirements and licensure requirements (e.g. master's degree, years teaching experience). For further information on approved Vermont preparation programs, please click [here](#).

**Pathway 2:** Completion of Peer Review

WHO? Educators who are experienced and who wish to become licensed administrators but who have not completed a traditional educator preparation program at a college or university. Districts interested in “growing their own” administrators might consider preparing educators at the district level to meet the Core Leadership Standards in order to complete the Peer Review process. Educators working under a provisional license, who have been appropriately mentored, can also consider completing the Peer Review process.

DESCRIPTION: Peer Review is designed for individuals who have acquired the knowledge and skills needed to meet the Core Leadership Standards for Vermont Educators and who have completed internship requirements through a combination of coursework and experiences, rather than strictly through an approved preparation program. Candidates will receive a recommendation for licensure from a Peer Review panel and be granted a Level I administrator endorsement.

**Pathway 3:** Completion of an Academic Review and the School Leaders Licensure Assessment (SLLA) **Beginning in the fall of 2014**

WHO? Educators who want to work independently to complete coursework aligned with the Core Leadership Standards and internship requirements.

DESCRIPTION: Aspiring leaders may apply for an Academic Review by the Licensing Office after completing coursework that aligns with the Core Leadership Standards for Vermont Educators, meeting internship requirements, and by successfully demonstrating knowledge competencies by a passing score on the School Leaders Licensure Assessment (SLLA) available through ETS. The Licensing Office will grant a Level I administrator endorsement upon verification that an applicant has met these requirements.



## INTERNSHIP REQUIREMENT

Aspiring educational leaders who complete a high-quality internship will experience leading, facilitating, and making decisions typical of those made by educational leaders within a school environment.

“Administrative Internship” means a minimum of 300 hours of supervised, substantive field experience in two or more types of school settings, including employment on a provisional license as an administrator, or other concentrated field experience however named, in which the candidate shall demonstrate competence in the *Core Leadership Standards for Vermont Educators*.

Aspiring educational leaders will apply their knowledge to promote the success of every student through a substantial and sustained educational leadership internship experience within a school setting. The internship must be monitored by qualified, on-site mentor. Candidates will be required to work with teachers throughout the internship to address curriculum, instructional best practices, and assessment; with staff and parents to promote student success and improve schools; and with faculty to implement an improvement initiative and evaluate its effectiveness, and to experience other day-to-day duties of an administrator.

## FREQUENTLY ASKED QUESTIONS

### **Q: Do I have to quit my job to complete an internship?**

A: No. While an ideal internship is full-time and job-embedded, one way a candidate could meet the requirement is by working in an appropriately supervised setting on a provisional license with mentoring. Internships can also be flexibly scheduled and allow a candidate to teach on a part-time basis while spending several days a week in the role of an administrator during the school day (for a 16 hour weekly minimum).

### **Q: How much time do I have to spend completing the internship?**

A: Candidates for initial administrator licensure must complete a minimum of 300 hours of supervised, substantive field experience. Ultimately, the time devoted to the internship needs to be sufficient for the candidate to demonstrate competencies as defined by the knowledge and performance indicators outlined in the *Core Leadership Standards for Vermont Educators* (e.g., ISLLC).

### **Q: Who can supervise my internship?**

A: The internship must be monitored by a qualified, on-site mentor.

### **Q: What do you I have to do during the internship?**

Candidates will be required to work with teachers throughout the internship to address curriculum, instructional best practices, and assessment; work with staff and parents to



promote student success and improve schools; and work with faculty to implement an improvement initiative and evaluate its effectiveness.

**Q: What settings are appropriate for my internship?**

**A:** Candidates should have opportunities to gain experiences in two or more types of school settings (e.g. elementary, middle, secondary, urban, suburban, rural, virtual, and alternative schools) in order to deepen their understanding of the knowledge and leadership skills necessary for leadership in PK-12 schools.

**Q: How can I gain experience in a second setting?**

**A:** Candidates might consider scheduling a second experience during a school break or through your district's central office. A preparation program can also facilitate this process.

**Q: How can I document my meeting of the Core Leadership Standards?**

**A:** Depending on your pathway, a candidate will document his or her learning differently. Approved programs typically require a portfolio or thesis project, Peer Review will require a Peer Review portfolio, and candidates completing Academic Review will have to complete the SLLA assessment through ETS to confirm their meeting of the Core Leadership Standards.

**Q: What if I have additional questions about the internship requirements?**

The VSBPE and the AOE will begin working with preparation programs and the field to develop policies that help clarify requirements (e.g. documentation) for the internship this fall. For now, candidates can either work with an approved Vermont preparation program or contact the Licensing Office at [AOE.LicensingInfo@state.vt.us](mailto:AOE.LicensingInfo@state.vt.us) or (802) 828-2445 for more information.



## Administrator Endorsement Revisions Implementation Plan

Goal: To implement the new Core Leadership Standards, internship, and additional endorsement revisions in phases that allow for the field to adjust to the increased requirements over time.

Phase	Item	Timeline
Phase 1: Introduction to requirements	Rules change process completed	July 2013
	Supervisor endorsements no longer issued	August 2, 2013
	Training for IHEs and approved programs	August 20, 2013
	Changes and timeline for implementation formally distributed to field Field Memo IHE Blog VSA VPA NEA Other admin organizations	September 2, 2013
	Director of Curriculum “grandparenting” plan implemented	September 2, 2013
Phase 2: Adoption of the Core Leadership Standards, endorsement revisions, & Academic Review	Revised Transcript/Peer Review worksheets adopted for Core Standards & endorsement revisions (excluding internship requirement)	February 1, 2014
	VSBPE adopts SLLA test for Academic Review Pathway	April 2014
	Continue communication with field & approved programs regarding new requirements	Spring 2014
	Transcript Review for administrators ends	August 31, 2014
	Academic Review begins	September 1, 2014
Phase 3: Adoption of Internship	Develop and adopt policies with stakeholders to define internship requirement	Fall 2013-2014
	Peer Review applicants will meet the new standards and internship requirements prior to program completion	September 1, 2015
	Entering candidates into approved programs will meet the new standards and internship requirements prior to program completion	September 1, 2015
	Academic Review applicants will meet the new standards, SLLA test, & internship requirements	September 1, 2015

